







Annual Counts (standings)

- ▶ Annual child count – Delinquent Sites
- ▶ Subpart 1 – State Agencies
- ▶ Subpart 2 – LEA's
 - Before they entered the detention site, they were...
 - After they leave the detention site, they are ...

Purpose – Title I, Part D, Subpart 1

- ▶ “(1) to improve educational services for...children and youth to have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards;
- ▶ “(2) to provide ...the services needed to make a successful transition from institutionalization to further schooling or employment; and
- ▶ “(3) to prevent at-risk youth from dropping out of school, and to provide dropouts ... with a support system to ensure their continued education.

Purpose – Title I, Part D, Subpart 2

- ▶ “(1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- ▶ “(2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- ▶ “(3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

Evaluation – Subpart 1 & 2

- ▶ “(1) to maintain and improve educational achievement;
- ▶ “(2) to accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- ▶ “(3) to make the transition to a regular program or other education program operated by a local educational agency;
- ▶ “(4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- ▶ “(5) as appropriate, to participate in postsecondary education and job training programs.

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Plans for Success

- ▶ **Institution Wide Plans**
- ▶ Focus on strategies built on institution-wide reforms that improve the overall educational program of an institution;
- ▶ Combine Part D, Subpart 1 funds with other State and Federal funds for education programs to support comprehensive approaches that meet the educational needs of all children and youth in N or D institutions; and use funds more flexibly.
- ▶ ECAP's

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Title I, Part D, Data

- ▶ Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the program's impact on the ability of participants—

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Data is collected on:

- Type of facility
- Length of stay
- Student background information
- Credits accrued
- Enrolled/earned – GED's
- Enrolled in LEA
- Post secondary education
- Vocational – technical education

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Data continued

- External job training
- Obtained employment
- Accepted into post secondary education
- Reading achievement
- Math achievement

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Why ? The Academic Crisis

- Too many youth who are incarcerated have such low academic skills that they:
 - Cannot comprehend the reading assignments in their coursework or text they encounter in their out-of-school reading
 - Are up to four years behind their peers in acquiring mathematics skills
 - Are at high risk for dropping out of school and increased risk of recidivism
 - Are ill-prepared for success in entry-level job training programs or entry-level college courses

Trends

1. Trends in juvenile justice practice blur or ignore the well established differences between youth and adults. ²

- ▶ "Adult time for adult crime" mantra gained popularity just as new empirical evidence was revealing that it rested on false foundations and produced negative results.

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Trends

2. Indiscriminate and wholesale incarceration of juveniles is proving expensive, abusive, and bad for public safety. ²

- ▶ Just 24 percent of youth confined in 2003 were adjudicated for violent felonies, whereas more than 45 percent were guilty only of status offenses, probation violations, misdemeanors, or low-level felonies unrelated to violence, weapons, or drug trafficking.

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Trends

3. Juvenile justice systems too often ignore the critical role of families in resolving delinquency. ²

- ▶ Because youth are so influenced by peers, rapidly expanding their personal autonomy and asserting their independence, it is easy to assume that parents and families no longer exert a powerful influence on adolescents. Nothing could be farther from the truth.

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Trends

- ▶ **4. The increasing propensity to prosecute minor cases in the juvenile justice system harms youth, with no benefit to public safety. ²**
 - Research indicates that some level of delinquent behavior is a normal and predictable part of adolescence, but the vast majority of youth grow out of their delinquency without any assistance, intervention, or punishment.

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Trends

- ▶ **5. Juvenile justice has too often become a dumping ground for youth who should be served by other public systems. ²**
 - Youth with mental health problems and learning disabilities, as well as those in foster care or with child welfare case histories, are increasingly being steered into the juvenile justice system, including its secure institutions.

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Trends

- ▶ **6. System policies and practices have allowed unequal justice to persist. ²**
 - During adolescence, youth of all races and ethnicities become involved in violence, property crimes, and other delinquent behaviors, with only modest differences in the frequency and severity of their lawbreaking.

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Recommendations ²

- ▶ Implement Developmentally Appropriate Policies and Interventions
- ▶ Reduce Reliance on Secure Confinement
- ▶ Increase Reliance on Effective Community-Based Service

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Recommendations cont. ²

- ▶ Ensure Safe, Healthy, Constructive Conditions of Confinements
- ▶ Keep Youth Out of the System
- ▶ Reduce Racial Disparities

2 - Trends in Juvenile Justice Anne E. Casey Foundation

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- ▶ I have learned that success is to be measured not so much by the position that one has reached in life, as by the obstacles which he has overcome while trying to succeed.

• Booker T. Washington

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What Works In Schools ³

► School level

- Guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- Safe and orderly environment
- Collegiality and professionalism

3 Robert Marzano "What Works in Schools"

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What Works In Schools ³

Teacher

- Instructional strategies
- Classroom management
- Classroom curricular design

Student

- Home atmosphere
- Learned intelligence and background knowledge
- Motivation

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Student Achievement Differences⁴

► Teacher Student achievement gain in one year

► Least effective	14 % points
► Most effective	53 % points

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Effects on Student Achievement

School and Teacher Achievement Percentile after Two Years

- Average school and average teacher 50th
- Least effective school – least effective teacher 3rd
- Most eff. School – least effective teacher 37th
- Least eff. School – most effective teacher 63rd
- Most effective school – most eff. Teacher 96th
- Most effective school – average teacher 78th

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Correlates of Effective Schools

- Instructional leadership
 - Clear and focused mission
 - Safe and orderly environment
 - Climate of high expectations
 - Frequent monitoring of student progress
 - Positive home school relationships
 - Opportunity to learn
 - Student time on task
- 4 Lawrence Lezotte "Assembly Required"

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Rigor, Relevance, & Relationships

- Relationships –
- Learning among and between students are essential...
- Staff relationships are the links...
- Professional relationships ...
- Community relationships ...

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Students report they do not work hard...

- ▶ If they can not see the relevance of what they are learning
- ▶ If they perceive that no one in the school cares if they succeed or take a direct interest in them personally

5 "Rigor and Relevance from Concept to Reality" Dagget

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Short-term Secure Care

▶ NDTAC ⁶

- ▶ Strategies
- ▶ Application
- ▶ Success

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Engage and Motivate ⁶

Strengthen efforts to engage and motivate students in general and in all their classes.

Strategies:

Get to know new students as quickly as possible and help them think of themselves as learners.

Establish and maintain a positive learning environment that demonstrates high expectations and encourages students to take an active role in their learning.

Make learning experiences relevant to students' expressed interests, to universal themes, or to important current events.

Give students some choices regarding what they read and how they express themselves.

Independence + Choice = Practice₆

- ▶ Leisure-time reading has multiple advantages
 - Motivating students to read
 - Providing opportunities to practice reading skills
 - Keep students in touch with "outside"
- ▶ Materials must be wide-ranging
 - Multiple reading level
 - Varied content that will be relevant to students
 - Many different genres
 - Varied formats, including electronic media

Recommendation #1₆

Promote a classroom environment conducive to learning.

- ▶ Classroom climate focused on high expectations.
- ▶ Incorporate culturally relevant practices.
- ▶ Use game and constructive competition.

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Recommendation #2₆

- ▶ Implement screening, diagnostic testing, and progress monitoring
 - Initial screening to develop broad picture.
 - Identify strengths and weaknesses.
 - Use progress monitoring to assess mastery.

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Recommendation #3.

- ▶ Use explicit instruction to teach numeracy and grade-appropriate concepts
 - Flexible instruction based on length of stay.
 - Integrate new concepts with review of old concepts.
 - Use graduated instructional sequencing to teach abstract concepts.
 - Use relevant problem solving strategies.

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Recommendation #4.

- ▶ Provide an environment that supports teachers, promotes educational leadership, and fosters high quality instruction.
 - Establish a culture that celebrates learning.
 - Devote sufficient resources to support changes in instructional practices.
 - Provide intensive interventions to address specific areas.

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Sources

- 6 Making it Count: Strategies for Improving Mathematics Instruction for Students in Short-Term Facilities
- Meeting the Literacy Needs of Students in Juvenile Justice Facilities
- NDTAC, August 2010

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▶ We can not always build the future for our youth ...
 ▶ but we can build our youth for the future.
 • FDR

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